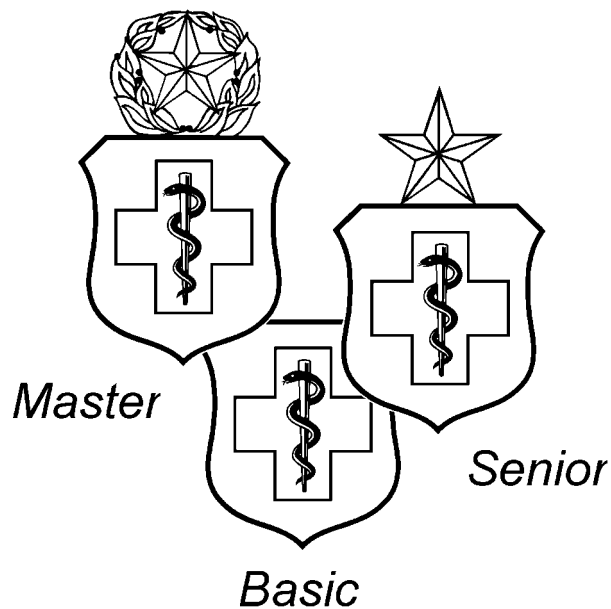


## **Diet Therapy**

### ***Conduct In-service Education Programs***



**AFSC 4D0X1**

382d Training Squadron  
Training Management  
917 Missile Road, Ste 3  
Sheppard AFB TX 76311-2263

## ***INTRODUCTION***

1. This qualification training package (QTP) was developed to make available a training aid which will assist Diet Therapy Technicians develop technical skills essential to performing specialized tasks. The tasks are broken down into teachable elements, which help the trainer guide the trainee into becoming proficient with the tasks. The QTP will also aid the task certifier when evaluating trainees for task certification.
2. As a trainer, direct the trainee to review the training references to better understand the objective of each module. Go through the steps in the task performance with the trainee and allow for enough time to learn each step; some objectives may take more time than others. Remember that the objective of this QTP is to ensure the trainee can perform each task thoroughly. When the trainee receives enough training and is ready to be evaluated on an objective, follow the evaluation instructions. Use the performance checklist as you evaluate each objective. If the trainee successfully accomplishes the objective, document appropriately in the individual's training record. If the trainee does not accomplish the objective, review the areas needing more training until the objective is met. Conduct a feedback with the trainee on this QTP. After you have ensured and documented that the trainee is qualified to perform the task, a certifier should evaluate the trainee.
3. The goal of the developers of this QTP is to publish a useful document for trainers and trainees that will meet Air Force needs under the concepts outlined in the Career Field Education and Training Plan (CFETP). We value your expertise in meeting this goal. If you find discrepancies in this QTP, or have suggestions for its improvement, or if you have suggestions for other areas that may benefit from a QTP, please let us know about them.

***382 TRS/TRR  
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Sheppard AFB TX 76311-2263***

***DSN 736-4092  
E-mail: Jeffrey.Griner@sheppard.af.mil***

For convenience, we have also attached a Feedback/Improvements/Corrections letter to this QTP.

### *Conduct In-Service Education Programs*

<b>SUBJECT AREA:</b>	In-service Education Programs.
<b>TASK(s):</b>	Conduct In-Service Education Training.
<b>CFETP/STS REFERENCE(s):</b>	24.4
<b>TRAINING REFERENCE(s):</b>	JCAHO Manual, Air Force Occupational Safety and Health (AFOSH) standards, Manual of Clinical Dietetics, Nutrition and food production textbooks.
<b>EQUIPMENT REQUIRED:</b>	Computer, audio visual equipment.
<b>OBJECTIVE:</b>	The trainee will successfully prepare an in-service training schedule and conduct an in-service without assistance.
<b>EVALUATION:</b>	After the trainee has received instructions, evaluate the individuals' skills in developing an in-service training program and their ability to conduct an in-service.
<b>REMARKS/NOTES:</b>	Review applicable paragraphs in the regulations.
<b>STEPS IN TASK PERFORMANCE:</b>	Develop an in-service schedule for the year Conduct an in-service on at least one topic from the schedule.

#### **EVALUATION INSTRUCTIONS:**

1. This QTP should be evaluated during actual performance of the tasks.
2. Use the checklist as a teaching tool and ensure each item is covered with the trainee. After the trainee has received instruction, allow sufficient time for preparation and practice on each part of the task. The trainee must satisfactorily perform all parts of the task *without assistance*. ***Develop and conduct an in-service training session.***
3. Use the checklist when evaluating the task to ensure all steps of the task are accomplished. If the trainee successfully accomplishes the objective, document appropriately in the individuals' training record. If the trainee does not accomplish the objective, review the areas needing more training until the objective is met.
4. Document competency upon satisfactory completion of the evaluation. Initial evaluation should be documented in the Specialty Training Standard (STS) of the trainee's CFETP. All recurring evaluation should be documented using AF Form 1098, *Special Task Certification and Recurring Training*, or using an approved substitute record.

## *Conduct In-Service Education Programs*

### PERFORMANCE CHECKLIST

	<i>SAT</i>	<i>UNSAT</i>	<i>N/A</i>
1. Appoint monitor			
2. Develop schedule for the year			
a. Determine training requirements			
(1). Mandatory training: (Attach #1)			
(2) Optional training (Attach #2)			
b. Select instructors for different classes			
(1) Guest speakers			
(2) Department personnel			
3. Instructors determine training requirements			
4. Research training references (Attach #3)			
5. Select location for in-service training			
6. Determine method of presentation (Attach #4)			
7. Determine audiovisual requirements (Attach #5)			
8. Select time of presentation-maximum attendance			
9. Conduct training (Attach #6)			
10. Take attendance (100 % required- use sign in roster)			
11. Conduct test or quiz to determine knowledge gained			
12. Determine method for make up			
a. Use lesson plan or outline			
b. Use audio tape			
c. Use video tape			
d. Supervisor briefing			
<b>FINAL RESULTS/NOTES:</b>			

**FEEDBACK:** Using this checklist as a source of information, discuss the trainee's performance indicating strengths, weaknesses, suggested improvements, etc.

## *Conduct In-Service Education Programs*

**Attachment #1**

### *Required In-Service Topics (Annual)*

1. CPR/First Aid.
2. Safety/Fire Safety.
3. Hazardous Materials Communication.
4. Readiness.
  - a. Planning disaster dietary considerations resulting from limited resources.
  - b. Providing field food service, if required.
  - c. Preplanning disaster menus.
  - d. Obtaining emergency food supplies.
  - e. Handling food in a toxic environment.
5. Anti-Robbery Procedures – Cash Control. (Ref: OPLAN, Resource Protection Plan)
6. Food Handler's Training.
7. Infection Control, Bloodborne Pathogens.

**NOTE: THIS LIST IS SUBJECT TO CHANGE. REFER TO THE MOST CURRENT AIR FORCE INSTRUCTIONS, JCAHO, AND LOCAL POLICIES.**

## ***Conduct In-Service Education Programs***

**Attachment #2**

### ***Possible In-Service topics for optional material***

1. Alternate Medical Facility.
2. Anti-Robbery Procedures.
3. Assembly, Use, Cleaning, and Storage of Immersion Heater.
4. Assembly, Use, Cleaning, and Storage of M-2 Burner.
5. Basic Nutrition.
6. Basics of Food Borne Illnesses.
7. Behavior Modification for Weight Control.
8. Calibrating Food Temperature Thermometers.
9. Calorie Count.
10. Cashier Procedures.
11. Communicating Effectively.
12. Computation of MTF (BDFA).
13. Contingency Support Plan.
14. Continuous Quality Improvement (CQI).
15. Cooking Methods: Moist Heat and Dry Heat.
16. Creating a Motivating Work Plan Evaluating Employees.
17. Critical Emergencies – Bleeding, Burns, etc.
18. Critical Emergencies – Choking.
19. Critical Emergencies – Gas, Electric Shock, etc.
20. Disaster Casualty Control Plan.
21. Documenting in the Medical Record.
22. Effective Use of Leftovers.
23. Enteral Nutrition.
24. Fiber: Importance in Diet.
25. Field Sanitation.
26. Food Guide Pyramid.
27. Food Labeling.
28. Food Preparation – Egg Cookery.
29. Food Preparation – Fish Cookery.
30. Food Preparation – It's the Finish That Counts – Food Garnishes.
31. Food Preparation – Meat Cookery.
32. Food Preparation – Poultry Cookery.
33. Food Preparation – Pre-Preparation of Fresh Fruits and Vegetables.
34. Food Preparation – Proper Use of Seasonings.
35. Food Preparation – Salads.
36. Food Preparation – Sharpen Your Skills With Good Knife Techniques.
37. Food Preparation – Standardized Recipes.
38. Food Quality.
39. Giving Job Performance Feedback.
40. HACCP.
41. Handling Food in a Toxic Environment.
42. Handling Hazardous Materials.
43. Heimlich Maneuver.
44. How to Handle Patient Complaints.
45. Human Relations.
46. Infection Control – Cleaning and Sanitizing Dishes, Utensils, Pots & Pans.
47. Infection Control – Food Temperatures.
48. Infection Control – Hand Washing.
49. Infection Control – Personal Hygiene.
50. Infection Control – Safe Food Handling Techniques.
51. Infection Control – Waste Disposal.
52. Kitchen Safety.
53. Leadership.

## ***Conduct In-Service Education Programs***

54. Low Sodium Diets.
55. Measuring.
56. Menu Substitutions.
57. Metrics.
58. Modified/Therapeutic Diets – Rational for Use.
59. Modifying Menus for Calories and Carbohydrates.
60. Modifying Menus for Fat and Cholesterol.
61. Modifying Menus for Fiber.
62. Modifying Menus for Protein.
63. Modifying Menus for Sodium.
64. Nutritional Assessment.
65. Nutritional Management of Diabetes.
66. Nutritional Medicine (NM)\* Security.
67. Nutritional Needs for the Elderly.
68. Nutritional Screening.
69. Nutritious Snacks and Supplements.
70. Nutritious Snacks for Children.
71. Obtaining Food Preferences.
72. Parenteral Nutrition.
73. Patient Visitation.
74. Planning and Presenting an In-Service.
75. Portion Control.
76. Potassium.
77. Prenatal Nutrition.
78. Preparation of Tube Feedings.
79. Presentation and Speaking Techniques.
80. Presenting Food With A Flair and Garnishing.
81. Preventing Falls and Strains.
82. Proper Food Storage.
83. Proper Storage of Leftovers.
84. Proper Techniques for Giving a Diet Instruction.
85. Quality Patient Service.
86. Recipe Pricing.
87. Safe Use and Handling of Equipment.
88. Sanitation – Improved Kitchen Sanitation with Employee Involvement in Surveillance.
89. Sanitation – Pest Control.
90. Sanitation.
91. Sources and Effects of Caffeine in the Diet.
92. Stress management.
93. Telephone Courtesy.
94. Time Management.
95. USDA Guidelines for Menu Writing for Child Development Center.
96. Use of the Diet Manual.
97. Water – An Important Nutrient.
98. Working Safely with Equipment.
99. Writing an Operating Instruction.

*\* Nutritional Medicine (NM) could be an Element, Flight or Squadron*

## ***Conduct In-Service Education Programs***

### **Attachment #3**

#### ***Sources of Information for In-Service Training***

1. CFETP Part II; STS Training Reference List.
2. Trade Magazines: (Restaurants and Institutions, Food Management, Dietary Manager).
3. AF Publications.
4. Audio/Visual Library.
5. Library.
6. Manufacturer's Operating Instructions.
7. JCAHO.
8. National Institutions:  
FNIC – Food Nutritional Information and Education Material Center  
NSF = National Safety Foundation
9. USAF Film Library.
10. Manual of Clinical Dietetics.
11. Food and Nutrition Textbooks.



***Teaching Methods***

1. Lecture.
2. Guided Discussion.
3. Demonstration.
4. Tell/Show/Do/Review.
5. Exercise.
6. Game.
7. Buzz groups.
8. Case Study.
9. Role Playing

**Teaching Method - Lecture**

Presentation in which instructor addresses employees by means of one-way communication. Used in early stages of learning to convey many concepts in a short period of time to many people. It limits participation and may limit employees' attention and interest.

**Guidelines:**

1. Know material to be covered.
2. Use visual aids to increase learning and focus attention.
3. Limit the time this method is used and the content.
4. Allow time regularly for a question and answer period

**Lecture – Examples**

1. Show hazardous chemicals. Explain purpose of MSDS. Explain rules of safe chemical handling and use. (HAZMAT)
2. Explain your facility's policy on patient rights – Clearly state that patients also have a right to quality service. (Quality Patient service)

**Teaching Method – Guided Discussion**

Interaction between the instructor and employees as the instructor poses questions for employees to answer. Allows employees to participate and to be recognized for knowledge of certain topics. It requires more time than lecture, but well worth it because employees become involved in own learning, which will increase retention.

**Guidelines:**

1. Avoid questions with "Yes-No" answers and very easy questions.
2. Always reinforce when employee gives a correct answer by saying "That's right!" or "Thank you for the correct answer."
3. Be tactful when employee gives the wrong answer. Never tell employee in front of class his/her answer is wrong. Instead, give encouraging feedback—"Almost" or "You're close."
4. Be patient with employee answers.
5. Know your material because employees will be more apt to ask questions with this method.
6. Be alert to avoid wandering off to other topics.

## ***Conduct In-Service Education Programs***

### **Guided Discussion - Examples**

1. Ask the employees to explain the terms: food borne illness, bacteria, and virus. Don't judge their answers because purpose is to show that these terms need further explanation, which will be done in class. (Basics of Food Borne Illnesses)
2. Explain how a food service worker can cause foodborne illness and ask employees for other ways in which they might contaminate food, such as wearing a soiled apron (personal hygiene).
3. Ask employees to describe to you and the class situations when they were hurt working in a kitchen and why the accident occurred. List on easel pad some typical food service accidents (Kitchen Safety).
4. Ask employees to give you different communication media. Write on ease pad. Next, ask for specific advantages and disadvantages of each and write down.

### **Teaching Method – Demonstration**

Presentations by instructor to show how to perform a certain skill or procedure, such as setting-up a three-compartment sink. Useful in teaching manual skills and can focus attention on basic procedures and certain standards of performance.

#### **Guidelines:**

1. Run through demonstration beforehand and make sure you are totally comfortable and competent at doing it.
2. Explain why each step is done as you do it.
3. Point out critical parts of the procedure.
4. Do not demonstrate too many steps at once. Teach in small, east-to-grasp chunks.
5. Follow with supervised practice.

### **Demonstration – Example**

Do a mini-inspection of the dishwashing area with employees. Explain what you are doing and why. Check thermometers for pre-wash, wash, and final rinse. Run test thermometer to check final rise temperature. Check detergent and rinse additive dispensers. Check racks and conveyor belt to ensure they are not overloaded. Check cleanliness of washed dishes (cleaning & sanitizing).

### **Teaching Method – Tell/Show/Do/Review**

Four components – lecture (tell), demonstration (show), employee practice (do), and lecture (review). Excellent for teaching new skill or procedure. Employees practice and apply the knowledge and skills previously explained and demonstrated under controlled conditions and close supervision.

#### **Guidelines:**

1. Employees should have a listing of procedures either in hand or posted so they can follow them during practice.
2. Small groups – are best.
3. Supervise closely, and correct employees quickly.
4. Be sure all safety aspects of the process have been thoroughly discussed and demonstrated.
5. Give employees enough practice time in order to be proficient.
6. Allow enough time for this method as it is quite time consuming.

## ***Conduct In-Service Education Programs***

### **Tell/Show/Do/Review - Examples**

1. Explain how to wash hands. Demonstrate. Ask employees to practice and coach. (Review eight steps of hand washing)
2. Go over how to set up a three-compartment sink (cleaning and sanitizing).
3. Explain safety precautions for each piece of equipment. Demonstrate precautions. Let employees practice. Review safety precautions (Working Safely With Equipment).
4. Hand out copies of exchange system. Go over steps on how to use the lists. Demonstrate using the lists. Hand out blank menus and meal patterns to use to fill out the menus. Review steps. (Modify menus for Cal and CHO.)

### **Teaching Method – Exercise**

Type of quiz given to employees to do during class, such as a set of matching questions. It is not graded by the instructor, but rather is corrected in class with the employees correcting his/her own papers. Exercises are not handed in and are kept by employee. Another type of exercise is not a quiz of knowledge; rather, it is an exercise in which employees set personal goals to monitor themselves. Example: Ask employees to set goals to improve patient service skills.

#### **Guidelines:**

1. Read instructions to the employees so you are sure they understand what to do.
2. Explain that the exercise will not be seen or graded by you, but only for them to use.
3. Always review answers promptly. Ask employees to volunteer answers first before giving correct answer so as to involve them.
4. Make sure all the employees have completed the exercise by checking to see if anyone is still writing before going over the answers.
5. Bring extra pens and pencils to class.

### **Exercise - Examples**

1. Pass out handout of warm-up questions and ask employees to complete in 5 minutes and review answers (Basics of Food Borne illnesses).
2. Have employees work in pairs on exercise: Recipe conversion (using recipes). Exercise: Your recipe is for 50 portions. You need to adjust it to 125 portions. What is the multiplier?

### **Method - Case Study**

Definition: Description of a real-life situation, event, or incident that the employee or group of employees analyze and discuss; usually through answering specific questions. It allows an opportunity to analyze information and to use newly acquired skills and knowledge. Answers to the questions should be discussed in class.

#### **Guidelines:**

1. Monitor the groups to make sure they have not wandered off track.
2. If group members are not participating at all in the group discussions ask them a question that will get them involved in the discussion.
3. Make sure each group has a person recording the discussion.
4. When writing down each group's key discussion points, either write each group's points separately, or put them all together. When putting together all their responses, don't write down the same response twice. If a group gives you the same response but worded differently, explain that they are saying the same thing.
5. Give adequate time for all groups to respond.

### **Case Study - Example**

Pass out handout. Have individuals read the case study and ask them to point out what was wrong and right with the case.

## ***Conduct In-Service Education Programs***

### **Teaching Method – BUZZ Groups**

Employees split into small groups of two to four people to discuss a specific topic and then are asked to report key discussion points back to the larger group. Instructor may write down these points on a board or easel pad.

#### **Guidelines:**

Same as “Case Study.”

#### **BUZZ Group - Example**

1. Ask employees to work in small groups (2-4) and have each group list as many applications of each necessity of safe food handling as possible. Such as necessity: store foods properly. Application: Cover, label, date and time food in storage. Rotate foods. Store off floor 6 inches, etc. (Safe Food Handling Techniques)
2. Come up with list of 14 general equipment safety rules. (Working Safely with Equipment)
3. Ask each group to write down in 5 minutes as many ideas as possible on how to be a better listener. Ask one member of each group to read his/her list as you write ideas on easel pad. Give prize to the group with the largest number of usable answers. (How to Handle Patient Complaints)

### **Teaching Method – Role-Playing**

Employees simulate or act out a real or hypothetical situation involving two or more people. Can be used to examine current behaviors or try out new ones to build skill and confidence. Usually followed by discussion and analysis among its participants. Role-playing enables evaluation and coaching from peers and the instructor.

#### **Guidelines:**

1. Always demonstrate role-playing first before the employees try it.
2. Understand that some employees will think it is silly. Explain to them that it gives them a chance to try out a new behavior in a relatively safe situation.
3. Keep the class size small.
4. Coach closely.
5. Give lots of positive reinforcement and correct tactfully.

#### **Role Playing - Examples**

1. Ask employees to form groups of three and have each pick one of the role-play situations. Explain one employee will be the patient, one will be the employee, and third member will observe. After the role-play is completed, the group is to evaluate how well the complaint was handled.
2. Alternate – Ask an employee to be the patient and you be the employee who exhibits poor listening behavior. After, ask employees what you did wrong and how you could improve your listening. Write responses on easel pad. Repeat role-play, demonstrating good listening behavior.

### **Teaching Method - Game**

Structured competition designed to provide opportunities to bring out specific knowledge, might be a board game or any situation in which employees work alone or in teams and compete for a prize. The contest is governed by a set of rules. This method is very participative and well accepted and it provides a change of pace.

#### **Guidelines:**

1. Make sure the rules are explicit and communicated well.
2. Have a prize that is desired by most of the employees playing and of appropriate value.
3. When employees pick their own teams, make sure everyone is on a team.
4. Make sure there is enough time to complete the game once it is started.

## ***Conduct In-Service Education Programs***

### **Game - Examples**

1. Ask employees to guess the number of seconds it takes to correctly wash your hands with soap and water. Give prizes to all employees who guess 20 seconds or more (Hand Washing).
2. Ask employees to guess the number of hours it takes 8 gallons of soup to cool down from 140° to 60° in a stockpot. Give a prize to the employee who comes the closest (Safe Food Handling Technique).
3. Jeopardy: As you read the answer, each team is given 1 minute to write down the question (What is...?). Award 1 point for each correct question and keep a record of each team's score. Award a prize to the team with the most points. Answer: Serving size is ½ Cup. Question: What is ... "Portion Control"?
4. Wheel of Fortune – Fire safety rules (Fire Safety in Kitchen) Other – Examples
5. Pictionary – Guess the safety hazard from sketch made by team member (Safety Hazards).

### ***Pictionary – Safety Hazards***

1. Putting a sharp knife in a sink of water.
2. Not mopping up a spill.
3. Not lifting the lid off a pan away from you.
4. Using equipment with a frayed electrical cord.
5. Improper lifting techniques.
6. Not using the guard on the meat slicer.
7. Wearing dangling earrings.
8. Storing cleaning supplies with food.
9. Not turning pan handles to back of range top.
10. Reaching into garbage disposal.

Two Teams. Trainer will give member safety hazard to sketch. Give 1 minute to guess. If not guessed, other team has 1 minute. Each team member should make a sketch if possible. Bonus points could be awarded for any original sketch not previously used and correctly guessed by team members.

## ***Conduct In-Service Education Programs***

### **Attachment #5**

#### ***Guidelines for Making and Using Visual Aids***

1. All visual aids must be readable by the employee farthest away.
2. Each visual aid should represent one idea.
3. Visual aids should be simple and able to communicate the major idea within 3-5 seconds.
4. Do not put all the class material on visual aid—just major points.
5. Make sure information contained in visual aids is accurate, relevant, and informative.
6. Don't have more than six lines of text on a visual aid.
7. When using visual aids, talk to the employees, not the visual aids.
8. Do not read the visual aids. Paraphrase what it says or communicates.
9. After a visual aid message has been explained, remove it from view.
10. Always have your visual aids and visual aid equipment in order and ready to go. Test it before class starts.

## *Conduct In-Service Education Programs*

### **Attachment #6**

### ***Writing Objectives***

Objectives should state what the employee will be able to do following the In-Service:

- |                                  |                          |
|----------------------------------|--------------------------|
| 1. Describe.                     | 13. Use.                 |
| 2. Discuss.                      | 14. Lift Properly.       |
| 3. Explain.                      | 15. Follow instructions. |
| 4. Name.                         | 16. Give reasons,        |
| 5. List example/steps.           | 17. State why.           |
| 6. Recognize.                    | 18. Identify.            |
| 7. Demonstrate.                  | 19. Portion.             |
| 8. Apply techniques.             | 20. Distinguish between. |
| 9. Set up, operate & break down. | 21. Modify.              |
| 10. Clean & sanitize.            | 22. Do.                  |
| 11. Safely operate.              | 23. Define.              |
| 12. Recall.                      |                          |

### **Objectives – Examples**

1. Describe food borne illness, including two possible causes and two symptoms.
2. Demonstrate how to wash his/her hands.
3. Recognize major factors leading to food borne illness.
4. Set up, operate, breakdown dishwasher.
5. Clean and sanitize stationary equipment.
6. Safely operate kitchen equipment.
7. Lift properly.
8. List three ways to prevent falls and slips.
9. Follow instructions on MSDSs and product labels.
10. Identify portion control tools.
11. Portion foods correctly.
12. Define baking terms.

### ***Ideas for In-Service Presentations***

1. Ask someone from lab to come to your department and take bacterial culture plates—forearm, hand, fingernails, face, hair, shoes, dishes, table, equipment, utensils (Food Borne Illness).
2. Read newspaper account of food borne illness (Food Borne Illness).
3. Ask infection control nurse to teach one of the learning objectives (Hand Washing).
4. Ask chemical supplier to assist or teach class (Cleaning and Sanitizing).
5. Ask employees to work in small groups and develop an adjective for each letter in CARING TEAM that describes how employees should act toward patients and coworkers (Quality Patient Service).
6. Show class examples of good quality and poor quality produce.

## ***Conduct In-Service Education Programs***

### ***Make-up Procedures***

1. Video or audio tape of original in-service.
2. Read detailed outline.
3. Actual make-up in-service (repeat).
4. Verbal review of in-service by supervisor.

***Training is instructing and guiding the development of an employee toward acquiring the knowledge, skills, and/or attitudes to fill a specific job need.***

### ***Training Skills for the Classroom***

1. Communicate clearly and concisely.
2. Be friendly and outgoing.
3. Show respect and concern for the students.
4. Maintain control.
5. Be relaxed and easy-going.
6. Maintain eye contact with your audience.
7. Listen.
8. Encourage student performance.
9. Be patience.
10. "Be" a role model.
11. Be organized.
12. Know the subject!
13. Be enthusiastic about the subject.
14. Involve students in learning.
15. Give praise and other positive reinforcement.

### ***Conditions Under Which Employees Learn Best***

1. When they are actively involved in the learning process.
2. When the class content is practical, relevant, useful, and at an appropriate level.
3. When the class content is organized and presented in small easy-to-grasp sections.
4. When audio and/or visual aids are used.
5. When the setting is informal, quiet, and comfortable.
6. When the class is scheduled at a time when employees can devote their attention to it.
7. When the trainer or instructor is good.
8. When there are incentives or awards for the employees.
9. When there are quizzes or some type of evaluation at end of class.
10. When employees are coached on what they have learned in other classes.

### ***Potential Benefits of Training***

1. Good job performance.
2. Increased productivity.
3. Increased employee job satisfaction and morale.
4. Less absenteeism and turnover.
5. Fewer accidents.
6. Less waste and breakage.
7. More time for management to manage.
8. Improved communication.



## ***Conduct In-Service Education Programs***

### ***Why Training Fails***

1. No on-the-job reward for what was learned in training.
2. Not enough time to do training.
3. Work environment not supportive of training.
4. Lack of employee motivation.
5. Insufficient funding of training program.

### ***Summary***

#### **In-Service Development**

1. Relevant topics are selected.
2. Objectives are written.
3. Method: Creative, involvement of employees.
4. Write outline.
5. Conduct In-Service.
6. Evaluation either written or by performance.
7. Have attendees sign the attendance roster.
8. "Make-up" procedures.

### ***Conduct In-Service Education Programs***

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***Conduct In-Service Education Programs***

**IMPROVEMENTS / CORRECTIONS LETTER**

***From:*** \_\_\_\_\_  
(Rank, Last Name, First Name, Middle Initial) (Date)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Official Address, DSN)

***QTP Number and  
Title*** \_\_\_\_\_

*List any improvements, corrections, or comments you have about the QTP. Please be specific as to the page and reference.*

*Conduct In-Service Education Programs*

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**382 TRS  
917 MISSILE ROAD, STE 3  
SHEPPARD AFB TX 76311-2263**

*Attention: Diet Therapy Non-Resident Training Materials Writer/Manager*